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SCIENTIFIC-PEDAGOGICAL THEORIES OF IMPROVING PHYSICAL EDUCATION FOR UNIVERSITY STUDENTS

Abstract

In modern conditions, the problem of improving physical education of university students acquires special relevance in the higher education system. This research is devoted to the analysis of scientific and pedagogical theories aimed at improving physical education of university students. The research work is based on theoretical methods, including analysis of scientific literature, comparative analysis, classification, and synthesis of theoretical concepts. The study examines key international theories (Physical Literacy, Self-Determination Theory, Social Ecological Model, and others) and concepts common in Kazakhstan (Theory of Personal Physical Culture, Theory of Adaptive Physical Education, Theory of Sports-Oriented Physical Education, and others). The analysis aims to identify conceptual foundations, philosophical and ideological differences, target guidelines, methodological approaches, implementation principles, and expected results of the theories under consideration. The study examines in detail the differences in practical application of theoretical approaches, their philosophical and cultural foundations, and development prospects. SWOT analysis of the theories made it possible to determine strategic directions for their possible synthesis to improve the system of physical education for students. Based on the analysis, promising directions for integrating progressive elements of international experience into the context of the national physical education system are formulated, taking into account educational traditions and socio-economic realities.

Keywords: Physical education of students, improvement of physical education, theories of physical education.

Introduction. Modern globalization trends in the educational space of physical education bring to the forefront the need to integrate international theoretical and methodological approaches with national traditions and the specifics of educational systems. The problem of selective borrowing of progressive elements from international experience

while preserving the national specificity of the pedagogical paradigm in the Republic of Kazakhstan is particularly relevant. In the context of forming updated educational content, critical understanding and adaptation of foreign concepts becomes a strategic resource for improving the existing physical education system.

Domestic scientists Tanikeev M.T., Kulnazarov A.K., Zakiryanov K.K., Doskaraev B.M., Khaustov S.I., Andrushchishin I.F., Kudashova L.R., Adambekov K.I., and Mukhiddinov E.M. have made significant contributions to the development of theoretical and methodological foundations of physical education, taking into account the national-cultural and regional characteristics of Kazakhstan. However, the dynamically changing sociocultural situation, increasing hypodynamia among young people, challenges of digitalization, and transformation of value orientations require new approaches to forming personal physical culture. According to epidemiological data, there is a stable negative trend in the health indicators of the student population. Longitudinal studies demonstrate that more than 60% of students manifest various functional and organic disorders of somatic status, and the number of students belonging to special medical groups increases annually by 3-5% (Keating et al., 2005). Of particular concern is the progressive prevalence of pathologies of the musculoskeletal system, cardiovascular dysfunctions, and visual analyzer disorders.

Analysis of the lifestyle of modern students reveals a pronounced hypokinetic syndrome determined by prolonged interaction with electronic devices, intensification of academic workload, and expansion of distance educational technologies. Empirical data indicate that the deficit of physical activity among students reaches 30-40% of physiologically justified standards, which induces negative shifts in physical development and functional reserves of the body (Buckworth & Nigg, 2004). According to a global meta-analysis conducted by Guthold et al. (2018), insufficient physical activity is observed in 27.5% of the world's population, with indicators among university students demonstrating an even more pronounced negative dynamic.

The existing paradigm of physical education in higher educational institutions demonstrates dissonance with current social demands and educational trends. Formalized pedagogical practices, deficit of personalized approach to physical load dosing, insufficient correlation

of curriculum content with professional competencies, and low level of internal motivation among students significantly reduce the effectiveness of conventional forms of physical education (Cardinal et al., 2012).

The current labor market situation articulates increased requirements not only for professional competencies of graduates but also for their psychophysical potential, work capacity, and stress resistance. Research shows that physical fitness is a significant predictor of professional success across a wide spectrum of fields, with economic losses from insufficient physical activity of the population globally estimated at \$67.5 billion (Ding et al., 2016). Consequently, physical education should ensure the formation of relevant qualities in accordance with the specifics of future professional activities of specialists in various profiles.

The exponential development of information and communication technologies generates both new challenges associated with prolonged periods of hypokinesia and innovative opportunities for optimizing physical education. Integration of mobile applications and wearable devices into physical education programs contributes to increasing student engagement and educational process effectiveness, which is confirmed by the results of numerous intervention studies (Plotnikoff et al., 2015).

Transformation of axiological orientations in the modern student population requires reconceptualization of physical education content and forms. Currently, it is imperative not only to ensure adequate physical development but also to form a stable motivational dominant for health-preserving behavior and systematic physical activity throughout the life cycle. According to research by Bauman et al. (2012), key determinants of physical activity include not only the availability of sports infrastructure but also psychosocial factors, including self-efficacy, social support, and intrinsic motivation.

The COVID-19 pandemic explicated the critical importance of high-level physical health as a factor of immunological resistance, while accompanying restrictive measures emphasized the need to develop innovative forms of physical education organization in conditions of

distance learning and self-isolation. Multicenter studies demonstrate that students with regular physical activity showed higher indicators of psychological resilience during the period of pandemic restrictions (Cocca et al., 2014).

Integration into the global educational space in the context of the Bologna Process actualizes the need to harmonize methodological approaches to physical education, taking into account international benchmarks and standards while preserving national pedagogical traditions and advantages of the autochthonous physical education system. Cross-cultural analysis conducted by Haase et al. (2004) revealed significant differences in physical activity patterns among students from 23 countries, which is determined by both sociocultural factors and peculiarities of national education systems.

Thus, a significant factor determining the relevance of this research is the insufficient development of methodological foundations for effective synthesis of international and national concepts of physical education to improve physical education of students in the higher education system.

Research Questions:

1. Which modern scientific and pedagogical theories can be effectively integrated into the university students' physical education system to improve its quality and adaptation to modern educational and social requirements?

2. What are the common features and key differences of modern international scientific and pedagogical theories for improving physical education of students in universities?

Materials and Methods. The research began with the collection and analysis of sources, during which international scientific literature, articles, and monographs devoted to modern theories of physical education were studied. The next stage involved systematization of theories, including their classification according to key criteria such as goals, methods, principles, and expected results. Further, a comparative analysis was conducted, aimed at identifying common features and differences between theories based on the selected criteria. The final stage is synthesis and formulation of conclusions, where the results of the analysis are summarized and recommendations on possibilities for integrating theories into the national system of physical education for university students are proposed.

For the implementation of these stages, the following theoretical research methods were used:

- analysis of scientific literature (systematic review) to identify modern theories;
- comparative analysis to determine common features and differences between theories;
- classification and systematization of theories according to key parameters;
- synthesis to summarize the results of the analysis and formulate conclusions.

Results. The literature analysis allowed us to demonstrate modern physical education programs that provide a scientifically based approach to improving physical education of students (Table 1).

Table 1. *International Theories of Physical Education*

Theory	Authors	Main Idea
Physical Literacy	Margaret Whitehead	Defines physical literacy as motivation, confidence, physical competence, knowledge, and understanding of the value of physical activity Aimed at developing the ability and desire to lead an active lifestyle throughout life Used as a foundation for developing physical education programs in Canada, the United Kingdom, and Australia
Self-Determination Theory	Edward Deci, Richard Ryan	Identifies three basic psychological needs: autonomy, competence, and relatedness Explains motivational mechanisms of physical activity Applied to develop programs that enhance intrinsic motivation for physical activity

Social Model	Ecological	Brian Sutton James Sallis	Considers physical activity as a result of the interaction between individual, social, organizational, community, and political factors Serves as a foundation for multi-level programs promoting physical activity Widely used by WHO in international recommendations on physical activity
Theory of Behavior	Planned	Icek Ajzen	Explains the relationship between attitudes, intentions, and behavior in the context of physical activity Used to predict and change behavior related to physical activity Applied in developing intervention programs at universities in many countries
Long-Term Development Model	Athlete	Istvan Balyi, Richard Way	Defines stages of long-term development of physical qualities and skills Emphasizes the importance of matching physical activity to age and individual characteristics Used as a foundation for sports programs and physical education in Canada, Australia, and the United Kingdom
Physical Capital Theory		Pierre Bourdieu	Considers physical qualities and skills as a form of capital Explains social and cultural aspects of physical education Used to understand social inequality in access to physical education
Salutogenic Model		Aaron Antonovsky	Focuses on factors that promote health rather than disease prevention Introduces the concept of «sense of coherence» as a key factor for health Applied in programs aimed at forming a sustainable attitude toward physical activity
Active Theory	Learning	Bonwell & Eison	Emphasizes the importance of active participation in the process of learning physical culture Promotes problem-oriented and experiential learning Widely applied in modern physical education programs

In Kazakhstan, different conceptual theories and technologies to improve physical education form the theoretical and methodological foundation for developing modern methods of students in higher educational institutions (Table 2).

Table 2. *Local Theories of Physical Education*

Theory	Authors	Main Idea
Theory of Personal Physical Culture	L.I. Lubysheva, V.K. Balsevich	Based on the idea of forming physical culture as an integral component of the general culture of the individual. Physical education should provide not only physical development but also the formation of values and motives for physical culture activities The educational process is aimed at integrating physical and spiritual development The goal is self-determination of the individual in the sphere of physical culture
Theory of Adaptive Physical Education	S.P. Evseev	Considers physical education as a process of adapting the organism to changing conditions. Takes into account individual adaptation capabilities of students Creates adaptation models of physical loads Physical education is aimed at increasing the adaptive potential of the organism

Theory of Sports-Oriented Physical Education	V.K. Balsevich, L.I. Lubysheva	Based on the integration of sports and educational activities. Uses conversion of sports training technologies Creates sports-oriented departments of physical education Forms a sports lifestyle as the basis for health preservation
Theory of Physical Activity	M.Ya. Vilensky	Considers physical activity as a key factor in health and physical development. Wholeness of the physical activity phenomenon in the unity of its motivational, organizational, and effective aspects Structuring physical education programs based on the necessary and sufficient volume of physical activity Emphasis on forming the habit of regular physical activity
Theory of Physical Education	P.F. Lesgaft	Considers physical education as an educational process. Physical education as a system of knowledge, abilities, and skills in the field of physical culture Formation of the intellectual component of physical culture Interconnection between physical and mental education
Conceptual Theory of Kinesiological Potential	V.K. Balsevich	Based on understanding the age development of human motor capabilities. Takes into account sensitive periods in the development of motor abilities Optimizes motor activity considering biological age Forms kinesiological competence in students
Theory of Pedagogy of Physical Culture	Yu.F. Kuramshin	Integrates pedagogical patterns and specifics of physical culture activities. Patterns of forming physical qualities and motor skills Principles of building physical education Methods and technologies of physical improvement in the system of pedagogical influence
Theory of Physical Culture and Sports Environment	S.I. Filimonova	Examines the influence of the educational environment on the effectiveness of physical education. Creating optimal infrastructure for physical education Forming a value-oriented physical culture environment in the university Integration of various environmental components for maximum physical education effect

The Theory of Personal Physical Culture developed by L.I. Lubysheva and V.K. Balsevich is based on the concept of physical culture as an integral part of a person's general culture. It centers on holistic human development, including not only physical improvement but also the formation of value orientations, awareness of physical activity significance, and its integration into daily life. An important aspect of this theory is the connection between physical culture and general cultural processes and spiritual development, which contributes to conscious self-determination in this field (Lubysheva, 2017; Balsevich, 2006).

The Theory of Adaptive Physical Education, developed by S.P. Evseev, views physical education as a process that increases the body's resistance to changing environmental conditions. This theory considers individual characteristics of students, their physical and physiological capabilities, offering adaptive models of physical loads aimed at increasing the body's functional reserves. Within this concept, special attention is paid to rehabilitation and corrective aspects of physical education, making it relevant for various categories of students, including persons with disabilities (Evseev, 2016).

The Theory of Sports-Oriented Physical Education, proposed by V.K. Balsevich and L.I. Lubysheva, is based on the integration of sports and educational practices. It involves the introduction of professional sports training methods into the physical education system, which helps increase motor activity and strengthen students' health. The main directions of this concept include creating specialized departments of physical education, developing sports infrastructure in educational institutions, and popularizing a sports lifestyle as an integral element of health preservation (Balsevich & Lubysheva, 2003).

The Theory of Physical Activity, developed by M.Ya. Vilensky, emphasizes the importance of physical activity as the main factor in health promotion and comprehensive physical development. Within this theory, physical activity is considered in the unity of its motivational, organizational, and effective aspects. An important place is given to substantiating the optimal volume and intensity of physical loads that provide the necessary level of motor activity. The theory emphasizes the formation of stable habits for systematic physical culture and sports activities as a means of disease prevention and quality of life improvement (Vilensky & Gorshkov, 2016).

The Theory of Physical Education, established by P.F. Lesgaft and developed by modern scientists, interprets physical education as an educational process aimed at forming a system of knowledge, abilities, and skills in the field of physical culture. Special attention is paid to developing the intellectual component of physical culture, the interconnection of physical and cognitive processes, and the application of scientifically based methods of physical education. Within this concept, physical education is considered an important element of the general educational system that contributes to harmonious personality development (Lesgaft, 1951/1892; Bailey et al., 2009).

The Conceptual Theory of Kinesiological Potential, developed by V.K. Balsevich, is based on studying age patterns of human motor development. It is founded on the concept of sensitive periods in the development of motor

abilities and the necessity of their optimal use in the educational process. Important directions of this theory include considering biological age when planning physical activity, improving methods of motor training, and developing kinesiological competence in students, which allows them to consciously manage their physical condition and level of motor activity (Balsevich, 2009).

The Theory of Physical Culture Pedagogy, proposed by Yu.F. Kuramshin, integrates pedagogical patterns and features of physical culture activities. It reveals the mechanisms of forming physical qualities and motor skills, principles of building the educational process in physical culture, as well as modern methods and technologies for physical improvement. Special attention is paid to the didactic foundations of physical education, application of innovative teaching methods, and improvement of educational programs considering individual characteristics of students (Kuramshin, 2010; Green, 2014).

The Theory of Physical Culture and Sports Environment, developed by S.I. Filimonova, examines the influence of the educational environment on the effectiveness of physical education. It is based on creating favorable conditions for physical culture activities, forming a value-oriented physical culture environment in educational institutions, and integrating various components of the educational space to increase the effectiveness of physical education. This concept emphasizes the development of sports infrastructure, the use of modern technologies in physical education, and the formation of a healthy lifestyle culture among students (Filimonova, 2012; Hardman & Marshall, 2005).

Comparative analysis aims to identify common features and differences between international and physical education theories common in Kazakhstan (hereinafter referred to as local) according to criteria: conceptual foundations and ideological differences, goals, methodological approaches, implementation principles, expected results, practical application, philosophical and cultural foundations, and prospects for synthesis and development.

Conceptual foundations and ideological differences

Analyzing the presented theories, it can be noted that international concepts are predominantly based on psychological and sociological foundations, viewing physical education through the prism of individual motivation and social interactions. They emphasize behavioral aspects and internal stimuli for physical activity. Local approaches, on the contrary, have a more pronounced pedagogical character, where physical education is integrated into a holistic educational system. Here, the influence of the Soviet school of physical education with its systematic nature and methodological elaboration is evident.

Goals of Theories

International concepts aim to form a sustainable attitude towards physical activity based on internal psychological mechanisms. They emphasize the development of motivational autonomy, when a person independently and consciously chooses an active lifestyle. An important aspect is the formation of positive emotional experiences associated with physical activity, which becomes the basis for long-term commitment to a healthy lifestyle. In Kazakhstani approaches, there is a desire for harmonious personality development, where physical improvement is part of general cultural formation. Physical education is not viewed as an isolated process of developing physicality, but as a component of holistic human education. The emphasis is on forming a system of knowledge and values related to physical culture, which become part of a person's worldview.

Methodological Approaches

In global concepts, ecological and systemic approaches predominate, taking into account the interaction of various factors: from individual psychological characteristics to social policy. The methodology of international theories often relies on interdisciplinary research, integrating achievements in psychology, sociology, medicine, and pedagogy. A characteristic feature is the orientation toward an evidence base and empirical verifiability of theoretical positions. Local concepts are distinguished

by a more clearly structured pedagogical process. The methodology here is based on age-related patterns of motor quality development, principles of gradual progression and systematic loads. Considerable attention is paid to creating an optimal educational environment conducive to physical improvement. The use of adapted sports technologies in the educational process is characteristic.

Implementation Principles

Global approaches are implemented on principles of individualization, accounting for personal characteristics and preferences. An important principle is creating a supportive social environment that promotes physical activity. A distinctive feature is the ecological principle, taking into account human interaction with various environments: from immediate surroundings to public institutions. In national concepts, principles of systematicity, adaptability, and integration of physical education into the general educational process are highlighted. The principle of variability is characteristic, allowing for individual characteristics of participants within a unified methodological system. Of particular importance is the principle of educational orientation of physical education, implying the mastery not only of motor skills but also of corresponding knowledge.

Expected Results

Global concepts are oriented toward forming long-term commitment to physical activity, developing the ability to independently plan and implement physical culture activities throughout life. The expected result is not only improvement of physical indicators but also enhancement of quality of life, psychological well-being, and formation of social connections through physical activity. National approaches aim at forming a holistic physical culture of the individual, integrating sports and educational components into a unified system of self-realization. Expected results include development of competence in the field of physical culture, formation of a value-based attitude toward one's body and health, as well as creating prerequisites for professional self-determination in the sports sphere.

Practical Application

Global concepts are implemented primarily through creating multi-level programs covering various aspects of life activity. They often go beyond formal education, encompassing family environment, local communities, and social policy. Characteristic is the use of motivational interventions, creation of a supportive social environment, and consideration of psychological aspects of physical activity. National approaches are implemented mainly within the formal educational system, through structured physical education programs. Practical application is distinguished by systematicity and methodological elaboration, mandatory inclusion of an educational component. There is a noticeable tendency to use elements of sports training in the educational process, as well as creating a specialized physical culture and sports environment.

Philosophical and Cultural Foundations

Global concepts reflect Western philosophical traditions with their emphasis on individual freedom, autonomy, and right of choice. They are often based on humanistic psychology, emphasizing the importance of personal growth and self-realization. The cultural context of these theories is connected with individualistic societies, where personal initiative and responsibility are especially highly valued. National approaches have been

formed under the influence of both the Soviet pedagogical school and traditional cultural values. Their philosophical foundation includes ideas of collectivism, unity of physical and spiritual development, and harmony of humans with the surrounding world. The cultural context of these theories is connected with concepts of personality wholeness, where physical improvement is an integral component of general development.

Prospects for Synthesis and Development

Analysis shows that the most promising direction for the development of physical education theories is the synthesis of international and national approaches. Integration of psychological aspects of motivation and autonomy with systematic pedagogical influence can create more effective models of physical education. Local theories could be enriched by a deeper understanding of psychological mechanisms of motivation and socio-ecological factors influencing physical activity.

SWOT analysis of international and local theories of physical education allowed for creating a holistic system of physical education that responds to both global trends and national traditions, contributing to the improvement of physical education, and therefore to the formation of a physically active, healthy, and harmoniously developed personality (Table 3).

Table 3. *SWOT Analysis of International and Local Theories of Physical Education*

International Theories

Strengths	Weaknesses
Reliance on Interdisciplinary Research	Insufficient Structuring of the Pedagogical Process
Emphasis on Forming Internal Motivation and Autonomy	Less Attention to the Educational Component
Consideration of Multi-Level Socio-Ecological Factors	Weak Integration into the Holistic Education System
Evidence-Based Approach and Empirical Verifiability	Insufficient Consideration of Cultural Characteristics
Orientation Towards Long-Term Commitment to Physical Activity	Limited Attention to Methodological Aspects
Transcending Formal Education Boundaries	Difficulty of Implementation with Inadequate Resource Support

Opportunities	Threats
Expanding Understanding of Psychological Motivation Mechanisms	Complexity of Adaptation to Different Cultural Contexts
Development of Multi-Level Programs	Risk of Formal Approach Without Considering Specific Conditions
Strengthening the Connection Between Physical Activity and Well-being	Potential Contradiction with Traditional Systems
Expanding the Evidence Base of Effectiveness	Difficulties in Assessing Long-Term Results
Development of Innovative Assessment Methods	Possibility of Non-Acceptance in Collectivist Societies
Formation of Global Physical Literacy Standards	Dependence on External Resources and Support

Local Theories

Strengths	Weaknesses
Systematic and Methodological Elaboration	Insufficient Attention to Psychological Aspects of Motivation
Integration into the Holistic Educational System	Limited Consideration of Socio-Ecological Factors
Formation of Physical Culture as Part of General Culture	Less Reliance on Evidence Base and Empirical Research
Consideration of Age-Related Patterns of Motor Skills Development	Insufficient Flexibility in Accounting for Individual Preferences
Clear Structuring of the Pedagogical Process	Focus Primarily on Formal Education
Combination of Sports and Educational Components	Limited Understanding of Long-Term Commitment Factors

Opportunities	Threats
Enrichment of Theoretical Base with International Research	Obsolescence of Methodological Base Without Timely Update
Development Considering Psychological Motivation Factors	Lagging Behind Global Trends
Expanding Methodology Through Interdisciplinary Approach	Risk of Formalization Without Considering Personal Meaning
Strengthening the Connection Between Educational and Motivational Components	Decreased Effectiveness with Changing Social Realities
Transcending Formal System While Maintaining Methodological Foundation	Difficulty Adapting to New Technological Conditions
Creating Innovative Models Based on Synthesis of Traditions	Competition with More Flexible Approaches

Strategic Directions of Synthesis

SO Strategy (Strengths + Opportunities)	WO Strategy (Weaknesses + Opportunities)
Integration of Systematic Pedagogical Approach with Psychological Motivation Mechanisms	Strengthening the Psychological Component in National Theories
Creating an Evidence Base for the Effectiveness of Traditional Methods	Expanding the Methodological Base of International Concepts

Developing the Concept of Physical Culture Considering Autonomy	Developing the Educational Component in International Approaches
Enriching the Pedagogical Process with a Socio-Ecological Approach	Enhancing the Evidence Base in National Concepts
ST Strategy
(Strengths + Threats)	WT Strategy
(Weaknesses + Threats)
Adaptation of International Approaches to Various Cultural Contexts	Overcoming Formalism Through Enhancing Personal Significance
Updating the Methodological Base While Maintaining Systematicity	Creating Culturally-Adapted Motivation Models
Developing Flexible Forms of Implementing Structured Approaches	Developing Evidence-Based Approach in Various Cultural Contexts
Enhancing Personal Meaning in the Systematic Pedagogical Process	Forming Innovative Methods of Effectiveness Assessment

Discussion. Analysis of strategic directions for synthesizing international and local theories of physical education allows for determining key aspects that are expedient to implement in the educational paradigm for its optimization and modernization. Modern trends in the globalization of educational space determine the need for selective borrowing of progressive elements from international experience while preserving the national specificity of the pedagogical system (Hardman & Marshall, 2005; Sallis & McKenzie, 1991; Pengpid et al., 2015).

The national system of physical education needs to integrate psychological aspects of the motivational sphere presented in international concepts. In particular, it is necessary to implement provisions of the Self-Determination Theory, which emphasizes the formation of internal motivation through satisfying basic psychological needs for autonomy, competence, and social connectedness, allowing to overcome the formalism and directiveness of the traditional approach, transforming it into a person-oriented model where the student acts as an active subject rather than a passive object of pedagogical influence (Deliens et al., 2015; Haase et al., 2004; Buckworth & Nigg, 2004).

A significant resource for improving the national system of physical education is the social-ecological approach, which views physical activity as a result of interaction between multi-level factors: individual, interpersonal,

institutional, social, and political. Integration of this approach will expand the range of influence of pedagogical strategies beyond the formal educational system, involving a wide spectrum of social determinants of physical activity and creating a favorable ecosystem for its maintenance (Bauman et al., 2012; Ding et al., 2016; Cocca et al., 2014).

A promising direction is strengthening the evidence base for the effectiveness of applied methods and technologies. The local education system should adapt the methodology of empirical verification characteristic of international approaches, which involves systematic qualimetric research, validation of diagnostic tools, and implementation of criterion-oriented assessment, providing objectification of the process of evaluating the effectiveness of pedagogical influences and creating prerequisites for optimizing existing programs (Plotnikoff et al., 2015; Keating et al., 2005; Bailey et al., 2009).

A significant aspect of improvement is the integration of the Physical Literacy concept, which represents a multidimensional construct combining motivational, cognitive, physical, and behavioral components. This concept can enrich the local approach, emphasizing not only physical fitness but also the formation of sustainable motivation, positive attitudes toward physical activity, and metacognitive strategies for its long-term maintenance (Green, 2014; Balsevich, 2006; Kuramshin, 2010).

Of substantial value is the adaptation of the Long-Term Athlete Development model, which can be transformed in the context of physical education as a differentiated system for developing motor potential, taking into account sensitive periods and individual developmental trajectories. This would help overcome the uniformity of the traditional approach and provide optimal conditions for revealing the individual kinesiological potential of each student (Balsevich, 2009; Lubysheva, 2017; Balsevich & Lubysheva, 2003).

Special attention should be given to implementing a model focusing on factors promoting health rather than preventing pathologies, enriching the theoretical and methodological foundation of local theories, reorienting them from a nosocentric paradigm and emphasizing the formation of a “sense of coherence” as a key factor in sustainable commitment to physical activity (Vilensky & Gorshkov, 2016; Evseev, 2016; Guthold et al., 2018).

In the context of pedagogical methodology, it is advisable to integrate principles of active learning, involving problem-oriented and experiential educational processes, promoting the development of critical thinking, reflective abilities, and metacognitive competencies of students, which is a necessary condition for forming autonomy in the field of physical education (Lesgaft, 1951; Filimonova, 2012; Cardinal et al., 2012).

Integrative synthesis of local and international theories should be carried out based on the principle of complementarity, implying mutual complementation of different approaches and creation of a synergistic effect. At the same time, mechanical borrowing should be avoided, adapting international experience to the national cultural-educational context and socio-economic realities (Clemente et al., 2016; Kwan et al., 2012; Haase et al., 2004).

Implementation of the designated aspects into the context of Kazakhstani theories of physical education will allow creating an innovative educational model that integrates the systematicity and methodological elaboration of the local approach with the psychological

validity and multidimensionality of international concepts. This integration will contribute to the formation of a holistic physical culture of the individual, meeting the challenges of modern society and ensuring sustainable commitment to an active lifestyle (Balsevich, 2006; Plotnikoff et al., 2015; Pengpid et al., 2015).

Conclusion. A comprehensive analysis of international and local theories of physical education reveals significant potential for their integration to improve systems of physical education for university students. The research demonstrates that international theories predominantly rely on psychological and sociological foundations, focusing on individual motivation and social interactions, while Kazakhstani approaches have a more pronounced pedagogical character with systematic methodology rooted in the Soviet tradition of physical education. The strategic synthesis of these diverse approaches offers promising directions for improving physical education practice. Implementing psychological aspects of motivational theory can transform directive traditional approaches into person-oriented models where students actively participate in their physical development. Including a socio-ecological perspective will expand pedagogical strategies beyond formal educational systems, involving broader social determinants of physical activity and creating favorable ecosystems for maintaining regular exercise. Strengthening the evidence base through empirical verification methodologies will allow objective assessment of pedagogical impacts and optimization of existing programs. Integrative synthesis should function on principles of complementarity, avoiding mechanical borrowing and adapting international experience to the cultural-educational context and socio-economic realities of Kazakhstan. Such implementation will create an innovative educational model combining systematic local methodology with psychologically sound international concepts, contributing to the formation of a holistic physical culture of the individual that meets modern challenges and ensures commitment to an active lifestyle.

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